

Life Study Lessons in The Process of Distance Education: A Case Study on The Opinions of Primary School Students

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Abstract: This study aims to get the opinions of primary school 2nd and 3rd-grade students about the life studies lessons taught with distance education in the 2020-2021 academic year. For this purpose, open-ended questionnaires, document reviews, and interviews were used as data collection tools in the study, which was designed with a case study, one of the qualitative research designs. The study was continued with the students selected by criterion sampling from the 2nd and 3rd-grade students attending a public school on the European side of Istanbul. Content analysis was used in the analysis of the data. It has been determined that primary school students prefer to teach life studies at school rather than distance education. In addition, it was found that one of the common reasons for students who like or dislike distance education is "seeing their teachers and friends". However, the students stated that they learned the life studies lesson better at school, the lessons were more fun, and they could hear the teacher's voice better at school. It can be stated that primary school students prefer to teach the life studies course at school, and they think that the life studies course taught with distance education can be enriched by being taught in more active and different methods and places in out-of-school environments. In this study, the findings obtained from the views and drawings of the total students teaching the life studies course in the 2nd and 3rd grade level with distance education are limited. Students want the distance life studies course to be taught in an active, comfortable environment and with alternative learning methods and techniques rather than classical methods.

Keywords: Museum Education, Storyline Method, Historical Artifacts, Primary School Students.

1. Introduction

"Distance education" is a teaching method that brings together the demander and the giver of education in a fast, practical, and up-to-date way, which is the result of the integration of today's technology world with education. Many advantages of distance education are expressed as follows; Students can prepare their homework and projects in a systematic and orderly manner. Teachers can monitor students' performance regularly. It saves space and time for students and teachers (Akhter, Javed, Shah & Javeid, 2021). Distance education, which is mostly used by university students with its synchronous and asynchronous types, has started to be used in different forms at the lower education level.

1.1. Problem Statements

The life studies lesson, which is described as a "life lesson", is a basic lesson that includes the knowledge of life taught in the 1, 2nd and 3rd grades of primary school (Tay, 2017). In the life studies course, the student gains basic life skills by blending the knowledge and experiences he gained in the period before starting primary school in this course. Life studies lesson, which is a lesson in which the child gains identity and socializes, includes an educational process in which a set of competencies, skills, and values are taught to the child to live in harmony with himself in society. In this process, the child is an active part of a dynamic world and is aware of every event, phenomenon, and situation in life. Thus, in the life studies course, the student is educated to become an individual who will make the society he lives in better, rather than being equipped with theoretical knowledge of the world around him. Therefore, more than one teaching method and approach can be used for basic purposes in life studies teaching.

The pandemic process, which has recently had a global impact, has made "distance education" a compulsory part of education at all education levels and courses. During the pandemic period, students continued their life studies course with distance education for the first time. This situation has created a difficult situation for teachers and students who have not taught life studies through distance education before.

1.2. Related Research

Literature studies (Batmaz et al., 2021; Susam et al., 2021) revealed deficiencies in students' learning and motivation as a result of the fact that the activities that require practice in the life studies course taught through distance education during the pandemic period; On the other hand, it was pointed out that the teachers had thoughts that the life studies course could not be taught efficiently through distance education. Studies on distance education courses in the literature (Belousova, Mochalova & Tushnova; 2022; Elshansky, Ferapontova & Efimova, 2021; Metzgar, 2021; Moise, Diaconu & Negescu, 2021); studies evaluating distance education student achievement in terms of various variables and teachers' views (Adıgüzel, 2020; Aslan & Kan, 2017; Başaran, Doğan, Karaoğlu & Şahin, 2020; Berson & Berson, 2005; Bisgin, 2014; Dargut & Çelik, 2014; Fauzi & Khusuma, 2020; Murphy & Beggs, 2003); There are different studies (Batmaz et al., 2021; Susam et al., 2021; Temiz, 2021; Ütkür-Güllühan, 2021) examining the opinions and materials of classroom teachers and parents of students regarding distance education in the life studies course.

1.3. Research Objectives

The lack of a study examining the views of primary school students on teaching life studies lesson with distance education, by literature review, encouraged this study to focus on the views of primary school students, who are in the leading role of education. It is thought that it is important that the research analyzes the life studies course through distance education from the student's perspective and will support the literature. Based on these considerations, this study is aimed to get the opinions of primary school 2nd and 3rd-grade students about the life studies lessons taught with distance education in the 2020-2021 academic year. For this purpose, answers to the following research questions were sought:

- 1) What are the students' views on whether teaching life studies lessons through distance education is appreciated or not?
- 2) What are the students' views on whether life studies lessons are learned through distance education?
- 3) What are the characteristics of the pictures drawn about how the life studies lesson can be taught with distance education?

2. Theoretical Framework

Distance education is conceptually first mentioned in the University of Wisconsin's catalog in 1892, and the term was used in a 1906 article by university administrator William Lighty. Subsequently, this concept was used by the German educator Otto Peters in Germany in the 1960s and after a while, it took place as a name in distance education institutions in France (Kaya, 2002).

It is predicted that distance education first started by sending education via letter channel when looking at the historical development of the method. In the announcement dated March 28, 1728, it is stated that the said education dates to the 18th century and that the "Shortcut Lessons" in the Boston Newspaper will use distance education (Schlosser & Anderson, 1994).

Communication technologies led to the use of electronic technology in education during the 20th century, and since the second half of the 20th century, communication technologies have been increasingly used through distance education. Over the last half-century, distance education has become increasingly dependent on communication technologies. Unlike traditional education, where students are passive and dependent on teachers, distance education empowers students by enabling them to become active participants (Schlosser & Anderson, 1994).

3. Method

3.1. Research Design

The study was designed with a case study, one of the qualitative research designs. The case study; is a qualitative research approach in which situations and situation-related themes are created in which the researcher analyzes one or more situations in depth at a certain time using different data collection tools (observations, interviews, audio-visuals, documents, reports) (Creswell, 2007).

3.2. Participants

In the study, students selected from the 2nd and 3rd-grade primary school students studying in a public school on the European side of Istanbul in the 2020-2021 academic year constitute the study group. Criterion sampling, one of the purposeful sampling types, was used in the selection of students. The basic understanding of this sampling method is to study the situations that meet a set of criteria created by the researchers or prepared beforehand (Yıldırım & Şimşek, 2013). The criteria for the selection of this sample were (1) being students who are teaching the life studies course with distance education, (2) being students who can express their feelings and thoughts, (3) attending the 2nd and 3rd grades of primary school, (4) volunteering to participate in the study and their willingness. It was decided to exclude the students in the 1st year of primary school from the study since it was thought that they would not be able to express themselves in a qualified way in writing. In Table 1, the demographic characteristics of these students are mentioned.

Table 1. Characteristics of the students in the study group

Grades	Gender	Number of Students (f)
Primary school 2nd grade	Female	26
	Male	18
Primary school 3rd grade	Female	19
	Male	20

As seen in Table 1, the students in the study group are 44 in the 2nd grade of primary school and 39 in total in the 3rd grade of primary school. While 26 of the 2nd-grade students are girls, 18 are boys, 19 of the 3rd-grade students are girls, and 20 are boys.

3.3. Data Collection Tools

3.3.1. Open-Ended Survey

In the study, an open-ended questionnaire was used to get the opinions of the 2nd and 3rd-grade primary school students about the life studies lessons taught with distance education. According to this,

* Student opinions on whether the teaching of life studies lessons through distance education is appreciated or not,

* Students' opinions were taken on whether life science courses were learned through distance education.

3.3.2. Document Review

A document review was conducted to determine the characteristics of the pictures drawn by the students. Students were asked to draw pictures of how the life studies course could be taught in the distance education process. Document analysis of the drawings drawn by the students was blended with the data obtained from interviews and open-ended questionnaires and written in the findings section.

3.3.3. Interview

In the study, semi-structured interviews were conducted to understand the meaning of the pictures drawn by the students and to learn the details of what the pictures mean to the students. Accordingly, the interview with each student lasted 10-12 minutes. Students were asked to describe their pictures. Then, in line with the students' expressions, questions were asked about how they wanted to teach the life studies lesson with distance education.

2.4. Data Analysis

Content analysis was used as data analysis in the study. In content analysis, qualitative research data obtained through interviews, observations, or documents are analyzed in four stages: coding the data, finding the themes, organizing the codes and themes, and defining and interpreting the findings (Yıldırım & Şimşek, 2013). In the analysis of the data, they were coded as S1, S2, S3... starting from the 2nd grade of primary school, and after S44, the coding of the 3rd-grade students was continued starting from S45.

Regarding the reliability of the research, support was received from a faculty member who is an expert in the field of classroom education Miles and Huberman's (1994) reliability formula (Reliability = Concordance / (Agreement + Disagreement)) was used to calculate the reliability. The reliability was calculated as 0.91 for the 1st research question, 0.89 for the 2nd research question, and 0.94 for the 3rd research question, the mean agreement between the coders and the researchers was 0.91.

4. Findings

4.1. Student Opinions on The Appreciation of Distance Life Studies Education

In the research, open-ended questionnaire data were used to get the opinions of primary school 2nd and 3rd-grade students on the distance life studies education process. The data are given in Table 2.

Table 2. Distance education is liked by students

Grades	Sub-themes	Number of Students (f)
Primary school 2nd grade	Dislikes	22
	Likes	20
	Undecided	2
Primary school 3rd grade	Dislikes	38
	Likes	1

It is found that the liking and disliking of distance life studies education are almost the same for 2nd and 3rd-grade primary school students. In 3rd grade students; Except for only one of the students, all of them stated that they did not like the life studies lessons taught remotely. When the opinions of students who like and dislike distance education are examined, the results are given in Tables 3 and 4.

Table 3. Reasons for students who like distance life studies education

Grades	Main- themes	Sub-themes	Number of Students (f)
Primary school 2nd grade	for the teaching of the lessons	Seeing teachers and friends	10
		Education while school is closed	8
		Efficiency of lessons	2
	for fun	Exciting online lessons	8

		Having fun lessons	6
		Teaching as if playing a game	4
	for the epidemic	A lack of desire to attend school	4
Primary school 3rd grade	for the teaching of the lessons	Efficiency of lessons	1

Table 3 examines the reasons why students enjoy distance life studies education; in the 2nd grade, there are two main themes for lessons to be taught, to be fun, and to be infectious. On the other hand, in the 3rd grade, it is seen that only one person finds the lessons taught in this way productive. The most determined sub-themes in the 2nd grade are the presence of teachers and friends during the teaching of life studies lessons with distance education; The online lessons are exciting and fun, and they do not want to go to school because of the epidemic. Regarding the theme of teaching the lessons, 2nd-grade student S7; "Distance education has started well. I wouldn't be able to see my teacher and my friends at all otherwise..." while expressing his opinion; S12 said, "I think distance education is good. Because the school was closed, we still did not miss the lessons." He expressed his reasons for liking distance education. One of the students, Ö1, who expressed an opinion on the theme of having fun, said, "I like online lessons. Because there is such excitement. School is also nice, but I also love computers." he said. The opinions of students who do not like distance life studies education are given in Table 4.

Table 4. The opinions of students who do not like distance life studies education

Classes	Main themes	Sub-themes	Number of students (f)
Primary school 2nd grade	Process related issues	longing to go to school	11
		Missing teachers and friends	8
		Thinking that it is better to teach at school	5
	Problems with lessons	Distraction	11
		limited time	10
		Lessons are short	9
		Difficulty finding pages in the book	5
		Insufficient understanding of the lessons	4
	Problems with technology	The teacher's voice is difficult to hear	10
		no computer	7
Primary school 3rd grade	Process related issues	Small phone screen	6
		Missing teachers and friends	9
		Not enjoying listening to lessons alone at home	7
	Problems with lessons	Thinking that education is more fun at school	4
		Teaching lessons with games at school	3
		Limited time in an online class	10
		Considering that they did not receive adequate training	8

	Failure to respond	5
	Parents think that lessons are not understood	4
Problems with technology	Computer freezing and technical problems	11th
	The teacher's voice is hard to hear	7
	The inability of the student to be heard	5

Table 4 shows that primary school 2nd and 3rd-grade students talk about the problems related to "process, lessons and technology" as the reasons for this. When the theme of problems related to the process was examined, it was seen that 11 of the 2nd-grade students missed going to school, and 9 of the 3rd-grade students stated that they missed their teachers and friends. 3rd-grade.

In the theme of problems related to the lessons, the 2nd-grade students were "distracted" and "time-limited; On the other hand, the opinions of the 3rd-grade students on the themes of "limited time in the online lesson" and "thinking that they did not receive enough education, parents think that the lessons are not understood" attracted attention. For example, 3rd-grade student S64 said, "My mother is very upset because I do not understand the lessons. But it wasn't like that at school. I understood everything. My mother was also happy." He expressed his views on the matter.

In the theme of technology-related problems, the most frequently mentioned parts by the 2nd-grade students are "the teacher's voice is difficult to be heard" and "there is no computer, and the 3rd-grade students say that the computer freezes and there is a technical problem" and "the teacher's voice is hard to be heard". For example, S40; "The voices of mothers and siblings are very loud in distance education, I have a hard time hearing the voice of the teacher. That's why I get confused in live classes." expressed his views on this matter.

4.2. Student Opinions on Learning the Lessons

Table 5 shows the views of primary school students about the type of education they prefer in learning life studies lessons.

Table 5. Student views on learning life studies lessons

Classes	Sub-themes	Number of Students (f)
Primary school 2nd grade	Those who prefer education in school	38
	Those who prefer distance education	6
Primary school 3rd grade	Those who prefer education in school	38
	Those who prefer distance education	1

Table 5 shows that primary school 2nd and 3rd-grade students prefer education at school at a high rate in their views on learning life studies lessons better. Among the students who prefer distance education, 2nd-grade students do not want to go to school because of the epidemic; It is understood from the opinions of 1 student in the 3rd grade that he likes to stay at home. The reasons for the students who prefer education at school are given in Table 6.

Table 6. Reasons for students preferring education at school

Classes	Main themes	Sub-themes	Number of Students (f)
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Primary school 2nd grade	For the teaching of the lessons	Better learning of lessons	14
		Seeing teachers and friends	10
		Detailed and efficient teaching	10
	For fun	Longer lessons	4
		Playing games with friends	12
		Making school more fun	9
	Tech oriented	No technical problems at school	5
		Better hearing the teacher's voice in the classroom	4
		School education does not require a computer	4
Primary school 3rd grade	For the teaching of the lessons	Better learning of lessons	12
		More regular learning at school	7
		Longer lessons	4
	For fun	Asking the incomprehensible places in detail	4
		Recess with friends	9
		Making school more fun	7
	Tech oriented	Missing lessons by playing games	5
		Better hearing the teacher's voice in the classroom	11

According to Table 6, it is seen that students' preference for education at school is included in the themes of teaching, entertainment, and technology. For the theme of teaching the lessons, primary school 2nd and 3rd-grade students stated that they mostly thought that the lessons were learned better at school. Regarding the theme of being fun, primary school 2nd-grade students play games with their friends; On the other hand, primary school 3rd-grade students answered to go out for recess with friends. In the theme of technology, primary school 2nd-grade students stated that they did not encounter technical problems at school, while primary school 3rd-grade students stated that the teacher's voice was heard better in the classroom. For primary school 2nd-grade students to learn the lessons better at school, S32; "I understand better when the teacher writes on the board. He expressed his opinion by saying that there is no board in distance education. T18 said, "It takes more than 10 minutes to enter the EBA site. There is always a technical problem. It's very difficult to get in on the phone." S3, on the other hand, expressed his views on the theme of technology by saying "I don't have a computer...". S41 said, "I feel ready for the lesson at school. This is the most important thing." and S44, "The teacher understands me better at school." They stated that they thought that the lessons were learned better at school.

Primary school 3rd-grade students, on the other hand, learn the lessons better at school; S51, "The board facilitates learning." S72, "The teacher gives more detailed answers to my questions at school." they expressed their opinions. According to the theme of it being fun, T70 said, "I can spend more time with my teachers and friends at school. And that makes me very happy." S50 said, "I want to see all my friends on the screen. I want to see everyone's face. Because I miss it." The students expressed their thoughts by emphasizing the social environment of the school.

4.3. The Characteristics of The Pictures Drawn on How the Life Studies Lesson Can Be Taught With Distance Education

Data collection tools used to answer this research question are document reviews and semi-structured interviews. First, the characteristics of the pictures drawn by the students were analyzed by document analysis (Table 7). Then, interviews were conducted with the students to understand in detail what the pictures were telling and to get their views on the life studies lessons taught remotely (Table 8).

Table 7. Characteristics of the pictures drawn by the students

Grades	Main themes	Sub-themes	Number of Students (f)
Primary school 2nd grade	Computer screen drawings	Those who draw the desk and computer screen	13
		Those who drew all the furniture in their room	4
	Those who drew the school and the classroom	Those who draw the teacher while he is lecturing in the classroom	10
		Those who draw while their teacher makes drama	4
		Those who draw the teacher while he is playing	3
	Those who draw the environment and nature	Painters of gardens and trees	8
Those who do not draw pictures	Those who prefer to explain in writing	2	
Primary school 3rd grade	Computer screen drawings	Those who draw the desk and computer screen	6
		Those who only draw the computer screen on the blank page	6
		Those who indicate on the screen an EBA education	5
	Those who draw their classmates on the screen/at school	3	
Those who drew the school and the classroom	Those who draw the teacher while he is lecturing in the classroom	5	

Table 7 shows that the pictures drawn by the 2nd and 3rd-grade students at primary school have characteristics under the main themes as "the ones who draw the computer screen, the school and the classroom, the environment and nature". Among all the students, only 2 people preferred not to draw pictures but to express themselves in writing. In general, it was seen that the 2nd and 3rd-grade students drew pictures for the ongoing distance education process. 17 of the students in the 2nd grade and 22 of them in the 3rd grade reflected the computer screen on their pictures. What students draw is differentiated as "those who draw only the desk and computer screen, those who draw all the furniture of their room in detail, those who draw only the computer screen on a blank page, those who indicate EBA education on the screen, and

those who draw the faces of their classmates on the screen/at school". Examples of 2nd-grade students who draw computer screens are given in Figures 1 and 2.



Figures 1-2. The one who draws the desk and computer screen / who draws all the furniture in his room

In Figure 1, while the life studies course is taught with distance education, it is seen that there is only one desk and a computer; In Picture 2, it is seen that all the furniture in the student's room is discussed in detail, and a desk and computer are included. In Figures 3 and 4, there are pictures of 3rd-grade students who "draw their classmates on the screen/at school".



Figure 3-4. Those who draw their classmates on the screen/at school

In Figure 3, it is seen that the student draws the faces of his friends on the computer screen in distance education; In 4, it was determined that another student drew his school and placed these people in the school as he saw his friends on the distance education platform.

Primary school 2nd and 3rd-grade students, who think that life studies lessons should be taught at school or in the classroom through distance education, drew pictures in the category of "the ones who drew the school and the classroom". These are 17 people from the 2nd grade and 10 people from the 3rd grade. When the pictures drawn by the students were examined, it was seen that some drew "the materials and activities and the children in the school garden while the teacher was lecturing in the classroom, making drama, playing games".

In addition, primary school 2nd and 3rd-grade students think that distance education lessons should be taught in the garden or the natural environment. Related to this, 8 of the 2nd-grade students and 9 of the 3rd-grade students drew pictures. In Picture 5, an example of this category is given.



Figure 5. Those who draw the environment and nature

As seen in Figure 5, the board with the “Lesson: Life Studies” written board is in a natural environment. It is seen that the student draws a nature picture with the sun, sky, and sea. Table 8 shows the data obtained because of the interviews made with the students' describing the pictures they drew and how they wanted the life studies lessons to be taught with distance education.

Table 8. Student suggestions for teaching life studies lessons with distance education

Classes	Main themes	Sub-themes	Number of Students (f)
Primary school grade 2nd	Regarding method teaching lessons	Drama and fun activities should be done as if they were in the classroom.	14
		Figures and diagrams for events should be drawn.	12
		There should be questions and answers	10
		Lessons should be taught with games	10
		Materials related to the subject should be used.	5
		Issues related to nature should be treated in the garden	14
Primary school grade 3rd	Regarding method teaching lessons	Our brothers and family elders should not be with us.	11
		It should be a comfortable and empty environment.	10
		Use maps, images, and materials	15
		Take time to take notes.	13
		The debate should be done in class	8
		Games should be played on fun subjects in the life studies course.	7
Primary school grade 3rd	For the place where the lessons are held	Lessons should be held in the garden / on the beach	13
		Mothers should not be present when answering questions	10

Table 8 shows that the 2nd and 3rd-grade students of primary school draw pictures and tell about the teaching method and place of the lessons. First, when the categories of the answers regarding the teaching method of the lessons are examined, it is seen that the themes of "drama and entertaining activities should be done as if they were in the classroom" in the 2nd grade of primary school and "must use maps, visuals and materials" in the 3rd grade of primary school are frequently present. To this end, 2nd-year student S20 said, "For example, Athens is the capital of Greece. Visual demonstration teacher on this subject. Then we can play the Greeks with drama, for example." while expressing his views on the painting he drew by saying; S66, a 3rd-grade student, expressed her views as "I think there should be materials in life studies lessons, visuals, and pictures...".

When the categories of answers given for the place where the lessons are held are examined, it is seen that 14 of the 2nd-grade students say that nature-related subjects can be taught in the garden, and 13 of the 3rd-grade students say that life studies lessons can be taught in the garden and on the beach. For example, 2nd-grade student S31 said, "Education can be done with computers anywhere. For example, on the street, in the garden, in the classroom... We can do the life science lesson anywhere with the computer." he said. A third-grade student, S54, said, "When I think of life studies course, I think of the environment and nature. That's why I wanted to draw like this." He stated that he wanted lessons to be taught intertwined with nature. In addition, both 2nd and 3rd-year students stated that they did not want their family members to disturb them during the lessons, and they wanted to listen to the lessons in a comfortable and empty environment.

5. Discussions

In this research, the views of primary school 2nd and 3rd-grade students regarding the teaching of life studies with distance education were subjected to deep analysis. Findings on whether the life studies course taught through distance education, which is the first sub-objective of the research, was liked or not, showed that students' tastes may vary according to the grade level. The findings show that the students who do not like the 2nd year students are almost at the same level; In the 3rd grade students, it was determined that all the students, except for only 1, stated that they did not like distance education. However, the high number of students who did not like the life studies course taught with distance education generally attracted attention. It was the first time that students were taught the life studies course through distance education, in a way that they were not ready for the first time during the Covid 19 process. Therefore, it is possible to result that students do not like the life studies course through distance education. Because the life science lesson is a lesson in which the child socializes. It is common for students who like or dislike the lesson not to spend time with their friends and miss their teachers and friends. The students were happy that the distance education course was taught because they "missed the teacher and their friends". Students who do not like distance education, on the other hand, did not like distance education because they missed their teachers and friends and wanted to be at school. While there are studies (Belousova et al., 2022; Kurnaz & Kaynar, 2020; Yurtbakan & Ayyıldız, 2022) that reach results consistent with this finding of the current research, some studies have found that Ryabikina et al. (2022) state that students need cognitive motivations rather than social motivations in distance education not consistent with their findings. It can be said that the reason for this discrepancy stems from the sample group.

Findings related to learning lessons, which is the second sub-objective of the research, showed that primary school 2nd and 3rd-grade students mostly learn better at school and think that school is better for learning. A remarkable finding is that the student who prefers distance education reflects this view because of a personal characteristic such as "likes to be at home". The concept of school may be in the minds of students as a learning center. The fact that children express that they learn better at school may also be due to the perceptions of the concept of school in their minds. As a matter of fact, Oğurlu, Öpengen, and Fast (2015) concluded that children perceive the concept of school as a "peaceful environment" in which information is transferred.

In addition, it was determined that the students preferred to learn at school rather than the internet, in the first place, they learned the lesson better at school, the school was more fun, they liked the break time they spent with their friends, and there were no technological problems at school. This finding of the study indicates that primary school students have difficulties in learning life sciences through distance education. There may be many reasons why students experience learning difficulties in life studies through distance education. For these reasons, children may think that they learn better at school. For example, the inadequacies in the technological infrastructure, the inability of the children to attend the online class on time and therefore the inability to adapt to the lesson, the low motivation of the students who are away from their friends, and the limitations in the teacher's techno-pedagogical knowledge. The findings obtained in the literature studies (Bozkurt, 2020; Bulut & Kırmızı, 2021; Kızıldaş & Özdemir, 2021) show that students experience difficulties in adapting to distance education due to reasons such as "lack of interaction, lack of fun, low motivation, insufficient technological structure" has shown.

According to the findings related to the characteristics of the pictures drawn on how the life studies lesson can be taught with distance education, which is the third sub-objective of the research, it was seen that 17 of the students in the 2nd grade and 22 of them in the 3rd grade reflected the computer screen on their pictures. It has been determined that the students' drawing on the method of teaching the lessons differs as "those who draw only the desk and computer screen, those who draw all the furniture of their room in detail, those who draw only the computer screen on a blank page, those who say EBA education on the screen, and those who draw the faces of their classmates on the screen/at school". In addition, it is remarkable that the 2nd and 3rd-grade students of primary school explain the drawings and pictures they draw about the teaching method and place of the lessons in their own words. It was observed that the themes of "must do drama and fun activities as if they were in the classroom" and "use maps, visuals, and materials" in primary school 3rd grade in terms of the method of teaching the lessons were intensified. In the pictures they drew, the students wanted to indicate that the life studies lesson could be taught as an active lesson by using alternative methods. Ö20, a 2nd-grade primary school student, said, "For example, Athens is the capital of Greece. Visual demonstration teacher on this subject. Then we can play the Greeks with drama, for example." while expressing his views on the painting he drew by saying; 3rd-grade students T66 stated that "I think there should be materials in life studies lessons, there should be visuals and pictures..." and the students described that an active lesson can be taught in distance education just like in the classroom.

When the categories of answers given for the place where the lessons are held are examined, it is seen that the 2nd-grade students say that the subjects related to nature can be taught in the garden, while the 3rd-grade students say that life studies lessons can be taught in the garden and on the beach. Ö31, a 2nd-grade student, said, "Education can be done with computers anywhere. For example, in the street, in the garden, in the classroom. We can do the life studies lesson anywhere with the computer." he said. A third-grade student, Ö54, said, "When I think of life studies course, I think of the environment and nature. That's why I wanted to draw like this." He stated that he wanted lessons to be taught intertwined with nature. In addition, both 2nd and 3rd-year students stated that they did not want their family members to disturb them during the lessons, and they wanted to listen to the lessons in a comfortable and empty environment. This finding of the study indicates that distance education and life studies courses for students can be taught with distance education, and it can be productive with the change in spatial conditions. In addition, the students stated that they want to teach in an environment where they can feel comfortable in the open air, wherever there is the internet, and they mentioned that education can be done anywhere. Students want the distance life studies course to be taught in an active, comfortable environment and with alternative learning methods and techniques rather than classical methods. This finding of the research supports the finding of Temiz (2021), who examined the methods and materials used by the teachers in the life studies lesson taught with distance education during the pandemic period, that the classroom teachers who also use the "direct lecture" method in distance education should be supported in terms of alternative teaching methods and materials that can be used in distance education.

6. Conclusion

It can be stated that primary school students prefer to teach the life studies course at school, and they think that the life studies course taught with distance education can be enriched by being taught in more active and different methods and places in out-of-school environments.

Limitations

In this study, the findings obtained from the views and drawings of the total students about teaching the life studies course at the 2nd and 3rd grade level with distance education are limited.

Recommendations

The following suggestions can be made as a result of the research,

- It can be supported with fun practices that keep the student active regarding the distance education process of the life studies course.
- In the distance education process of the life studies course, the process can be put into a form that entertains and teaches children with interactive textbooks and fun games.
- presented separately from a life studies course taught at school, blended with the technology integration of "case study, storyline, drama, project-based" active learning methods.
- the life studies course has an interdisciplinary approach, the methods and techniques applied in the distance education process of other courses can also be used for the life studies course.
- Classroom teachers should be supported by virtual museums, nature tours, music and clips, and cartoons in parallel with the achievements of the life studies course, and they should be accessed without any problems through EBA (Educational Information Network).

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Conflict of Interests

The Author(s) declare(s) that there is no conflict of interest.

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